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Olivia Babin

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Motivations, Aspirations, and Realities.

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AUTHOR: Olivia Babin

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Abstract

“Living in a highly interdependent world is not an option—but at present, being educated to do so competently is”

~Reimers, F. M.

The longtime mission and the greater purpose of higher education is to advance learning and discovery, to develop new skills, and to prepare students to be responsible citizens in advancing the common good for interconnected local, national and global well-being of all humans. To accommodate today’s nontraditional, technologically advanced, and equity-focused higher education, we have to analyze current institutional frameworks, policies, and practices to the institutional demographics and global learning within the classrooms.

As Merrimack College moves forward on the implementation of the Agenda for Distinction 2011 - 2021, administration needs a full commitment to promote institutional infrastructure that initiates, supports, and monitors the progress towards implementations of the two major pillars of institutional articulated vision. These two pillars are diversity and globalization.

To ensure that all Merrimack students are prepared to live, work and thrive in globalized world, Merrimack Colleges has to recognize the need to deliver global competency via the core student learning experience: the on-campus curriculum.

This could be achieved through adapting and implementing the Global Citizenship model that addresses the questions of identity, diversity, interconnection, citizenship, and desired actions that enable students to approach world’s challenges and opportunities from multiple perspectives and to wrestle with ethical implications of differential powers and privileges.

Introducing this model on campus grounds will help to weave together articulated institutional commitment to explore diversity, build capacity for intercultural learning and appreciation, and prepare students to take collaborative actions both locally and globally to advance the well-being of humans and the planet.

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Part I. Introduction

The main goal of post-secondary education is to advance student's perspectives of viewing things differently, to question things, to gain deeper understanding and knowledge of the subject matter and to challenge the status quo. As our society becomes more globalized, higher education institutions have an obligation to prepare students to face constantly changing and diverse world. Students should have transformational learning experiences that prepare them to thrive, contribute and lead in a global society.

To prepare students for these changing demands and to stay competitive, students need to develop some core global and cultural competency skills. They need to be equipped with knowledge and skills to engage with the wider world. To do this, higher education has an obligation to introduce students to global citizenship concept and integrate this concept throughout the curriculum, as well as promote developing personal and institutional engagement with multiple levels of diversity and cultures. Merrimack College must promote and integrate global citizenship education into their programs enhancing the curriculum with international and global content and provide institution-wide support for this education.

Identifying the problem

According to Altbach and Knight (2007), globalization is a part of the 21st century reality and inalienable context of new academic trends. To stay competitive and to fulfill its purpose, a vast majority of higher education institutions around the nation have made a commitment and articulated this trend in their institutional mission and vision statements. In fact, the article by Heather Ward that appeared in the American Council on Education (2018) reports that about eighty percent of American colleges have officially articulated global student learning outcome.

Merrimack College is no exception. According to vision statement of Strategic Plan for Merrimack College (2011-2021), there is an articulated commitment to advance diversity and globalization through excellence in classroom teaching. Despite the articulated vision in the Strategic Plan, there seems no institutional commitment in providing a roadmap for implementation of this vision.

Most recent results from Wendell (2017) reports that more than seventy percent of the respondents in the graduate programs of Merrimack College have limited learning gains in global education. Additionally, asset based analyses completed in the fall 2017 by Olivia Babin reported that there is a significant need to introduce the content of global citizenship education: the discoveries revealed that Merrimack College welcomes international students from all over the world as well as makes efforts to send domestic students overseas. However, our numbers are below national level, where only less than 4% of undergraduate students study abroad (GE Office, Merrimack College, 2018) and international student population accounts for slightly more than 3% (ISS Office, Merrimack College, 2018).

Globalization could be practiced without leaving a campus. Global learning can be a fundamental skill among all constituents of Merrimack College without leaving campus. This learning starts with introduction of the concept of Global Citizenship inside of classrooms.

Claims about the issue

So why would the need of Global Citizenship education demand our attention? Most would argue that education abroad, thus, when students take a semester long or short-term study outside of national borders, is global education. It is true that education abroad is a deeply transformative learning experience that leads to increased global awareness. Unfortunately, as Witherell and Clayton (2014) reports, less than 10% of all undergraduates' students in U.S.

colleges have the chance to experience a study abroad, and the rates are even lower for graduate students. Therefore, the responsibility to educate students and prepare them to understand the concept of globalization lays in the hands of educators on domestic campuses. Faculty play a pivotal role in this education and they should be the primary drivers of global teaching. There should be institutional policies and well-established support mechanisms that ensures that faculty have opportunities to develop their own global citizenship competence and are able to make an impact on the student learning.

Overall, global citizenship concept is relatively new in American higher education. Unlike their colleagues in Canada, Europe or Asia, U.S. educators are much less enthusiastic about introducing this concept in their classrooms (Rapoport, 2010). Therefore, comprehensive support needs to be established to guide and lead educational programs and development of the structured support for curricular development.

Let us explore some of the possible reasons why American educators are resistant to introduce this concept inside of their classrooms. As much as the United States has a history of isolationist and nativist thinking, it also has a long history of immigration, expansion and influence across the globe. This tension has always existed in the United States and has ebbed and flowed throughout its history. Today's socio-political climate and controversial issues on immigration are creating an even more unwelcoming atmosphere. Our current president is on the agenda to energize the white nativism movements, and often this would start to evolve on college campuses (Cohen, 2017). Southern Poverty Law center revealed that more than 900 foreign-hate incidents happened across the nation on college campuses (Draid & Najmabadi, 2016).

Post-secondary education is considered one of the most open-minded and life-changing experiences. American colleges should be the safe platform to model the civic virtues, promote

democracy, and encourage ethical leadership in the local and global communities. Merrimack College needs to be more open for promoting global citizenship, which will then lead to more engagement that is global and set a positive tone to welcoming all forms of world diversity. Through specifically structured activities, the concept of global citizenship could include exposure to various ethnic diversities. While the benefits of this type of diversity on campuses has been addressed in the scholarly and policy literature, it has been less explored as a systemic driver for reform and innovation on Merrimack College grounds. In fact, according to College Factual website (2017), Merrimack College is below the national average level when it comes to ethnic diversity, where more than 72% of Merrimack College undergraduate students and almost 89% faculty are white. Exposure to a diverse ethnicity on campus grounds will help to broaden minds and assist in developing the concept of global citizenship.

Evidence

The concept of global citizenship is a window to the wider world. Even a brief look at the literature reveals that global citizenship is a very broad concept that once accepted could lead to multiple positive outcomes. These include: better self-awareness and awareness of others, broader understanding of and appreciation for diversity, promoting practices of cultural empathy, awareness of the interdependence of individuals and systems and a sense of responsibility that follows from it, and participation in the social and political life of one's community (Olds, 2012).

Altinay (2010) affirmed that higher education that “does not provide effective tools and forums for students to think through their responsibilities and rights as one of the several billions on planet Earth, and along the way develop their moral compass, would be a failure” (as cited in Olds, 2012, para 12). Thus, global citizenship education during college will lead to encouraging

students to consider their civic responsibilities within the institutions, local communities, and even around the world. Serving local and global societies will advance Merrimack College's institutional commitment of "fostering a just, peaceful and sustainable world" (Merrimack College, 2018, Mission, para 6). All of the above proofs that the concept of global citizenship education will assist with strengthening institutional commitment to serving communities and society both locally and globally.

The concept of global citizenship education helps make theoretical and practical connections, notice commonalities and interconnectedness between what happened at home and "over there" (Olds, 2012). It helps with developing bridges to appreciating of diversity and multiculturalism, and realization that all human beings share similar characteristics. This realization then leads to development of cultural empathy and will set the founding stone for intercultural competence.

Solutions

The global citizenship education on campus grounds will prepare students to enter a complex workforce environment and prepare them to thrive, contribute and lead in a global society. It will promote inclusiveness and appreciation of multiculturalism and diversity. Comprehensive faculty support needs to be established to guide and lead educational programs and development of the structured support for curricular development. Merrimack College has to promote policies that would address the need of global citizenship education, as well as establish strategies and practices in response to the global citizenship learning. More opportunities need to be initiated and developed to promote cross-cultural engagement and global partnership.

To whom this problem might appeal

The scope of the deficit of global citizenship education is affecting our nation, our communities and our citizens. It is almost contradicting to realize that education about global citizenship is beneficial for our nation. Nevertheless, the truth is the more you learn about self and others, the better you realize the interconnectedness between two. Understanding interconnectedness will lead to promoting more peaceful and welcoming environment in our communities, and eventually lead to positive action locally and globally. Global citizens want to create solutions, make an impact or solve issues first locally, and then globally.

Merrimack College administration should support this kind of educational initiatives. It will even have financial benefits for our institution. If we apply global citizenship concept, our campuses will become more safe and welcoming for international students, who contribute more than \$36 billion to the U.S. economy (Dunnett, 2018). It will spark an interest of our students to study abroad even more. It will also increase faculty's enthusiasm in developing their own global citizenship competence. It will be beneficial with developing intercultural competence, which is important when dealing with local communities. It should initiate the interest in promoting the diversity rates on campus, so that more diverse faculty and staff will be hired.

Part II. Data Analysis

Global Learning through Global Citizenship Model

As Merrimack College moves forward on the implementation of the Agenda for Distinction 2011 - 2021, administration needs a full commitment to promote institutional infrastructure that initiates, supports, and monitors the progress towards implementations of the two major pillars of institutional articulated vision. These two pillars are diversity and globalization. To accommodate today's nontraditional, technologically advanced and equity-

focused higher education, we have to analyze current institutional frameworks and practices to the demographics and global ideals within the classrooms.

So how do institutions start to address these pillars of today's reality? It all starts within the classrooms. Matross Helms and Tukibayeva (2013) in their article published with American Council on Education explained that not every student will have the opportunity to afford study abroad, plus most recent low rates of international student enrollment (Dunnett & Reza, 2018) both support the case of the need to introduce global education without leaving campuses. To ensure that *all* students are prepared to live, work and thrive in globalized world, colleges across the nation recognize the need to deliver "international competency via the core student learning experience: the on-campus curriculum" (Matross Helms & Tukibayeva, 2013, para 2).

In the United States, global learning through on-campus curriculum is a relatively new idea. When we look back, we learn that Association of American Colleges and Universities (AAC&U) has been working to help colleges and universities to enact a global learning model for a little over a decade. This global learning model addresses the questions of identity, diversity, interconnection, citizenship, and desired actions that enable students to approach world's challenges and opportunities from multiple perspectives and to wrestle with ethical implications of differential powers and privileges (Hovland, 2009).

Many institutions currently realize the need for global learning; however, they do not know where to begin and which model would work across all academic disciplines. As definitions of global learning on American campuses continue to evolve (Hovland, 2009), one fitting definition has been proposed by UNESCO. The concept of "global citizenship" contains all core concepts of social, political, economic and environmental realities of today's world (UNESCO, 2018).

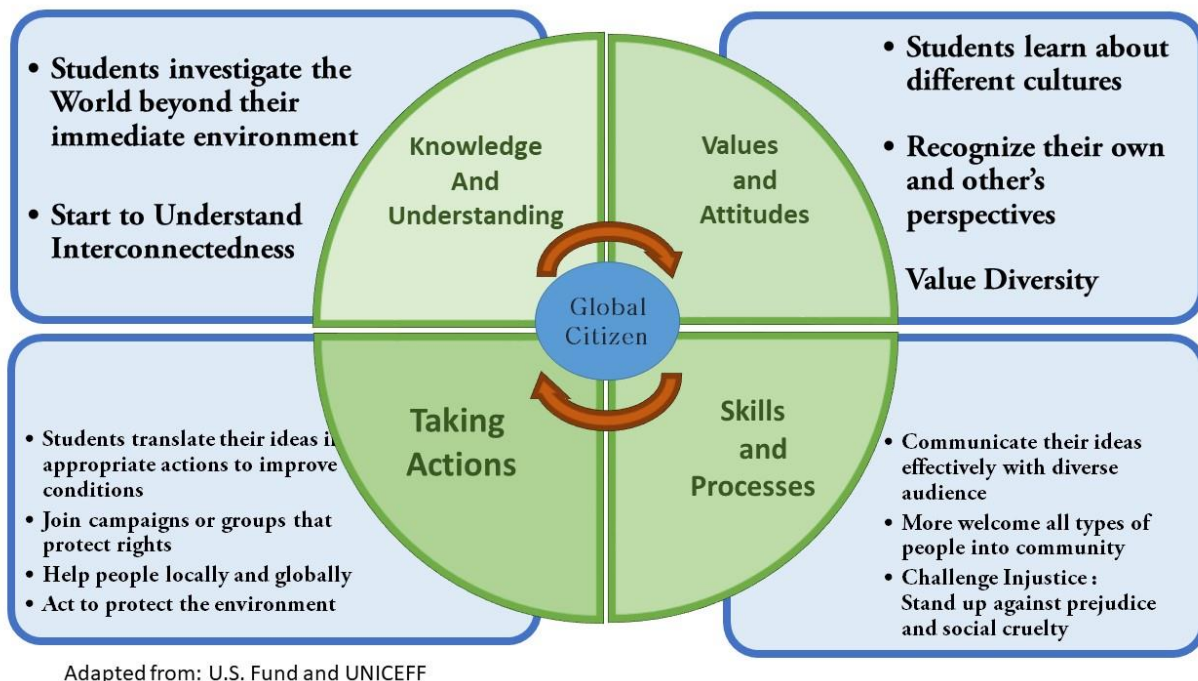
Figure 1. *Global Citizenship model*

Figure 1 represents the concept of the Global Citizenship and explains what students would gain from different sections of the concept. It starts on top left and rotates clockwise. Everything starts with developing knowledge and understanding and eventually will lead to taking actions. The model of global citizenship delivers the capacity to develop global learning and engagement skills necessary to promote common good and it helps to draw connections between education and the larger civic mission of the institution.

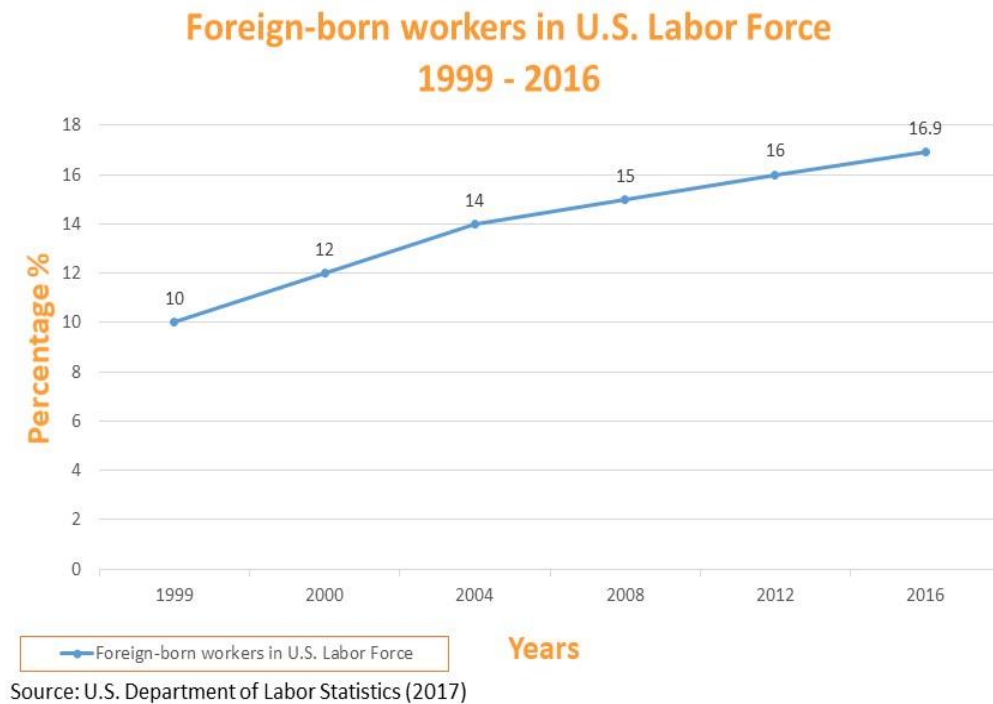
This model will support the development of an understanding of the key factors in global learnings. First, students will gain the knowledge and understanding of interconnectedness between local, national and global processes and events that influence human lives. Within the rotating motion of the circle, this global citizenship model serves as a vehicle for introduction and integrating global learning perspectives. It will help to weave together articulated

institutional commitment to explore diversity, build capacity for intercultural learning and appreciation and prepare students to take collaborative actions both locally and globally to advance the well-being of humans and the planet (Reimers, 2014).

Why do we need global learning?

Technological advancement and trading across national borders have stimulated companies' desires to hire the best talents available to build innovative and competitive global workforce (Economist Intelligence United, 2018). Today, it is almost explicitly required for a new generation to possess global and intercultural competence. Even workers that do not venture abroad are still much more likely to work in a more international environment than their colleagues were a generation or two ago. In fact, a 2014 survey of more than 800 U.S. companies reveals that 86% think that overall business would increase if they had more staff with international experience (Ladika, 2016). While graduates with international skills are "a hot commodity" today, many business leaders and experts agree that American colleges and universities are "being slow to adapt to the new reality" and could be doing a better job in international and global education (Ladika, 2016, p.9). Another study results cited in Daniel, Xie and Kedia (2014) exposed that students graduating business schools required to develop an understanding of global perspectives and appreciation for cross-cultural diversity.

Culturally diverse interactions happen not only beyond the company's national borders, it also exists within the domestic borders of American workforce. According to U.S. Department of Labor (2017) statistics, there were 27.0 million foreign-born persons in the U.S. labor force in 2016, comprising 16.9% of the total labor force demographics.

Figure 2. *Growing percentage of foreign-born workers in U.S. Labor Force.*

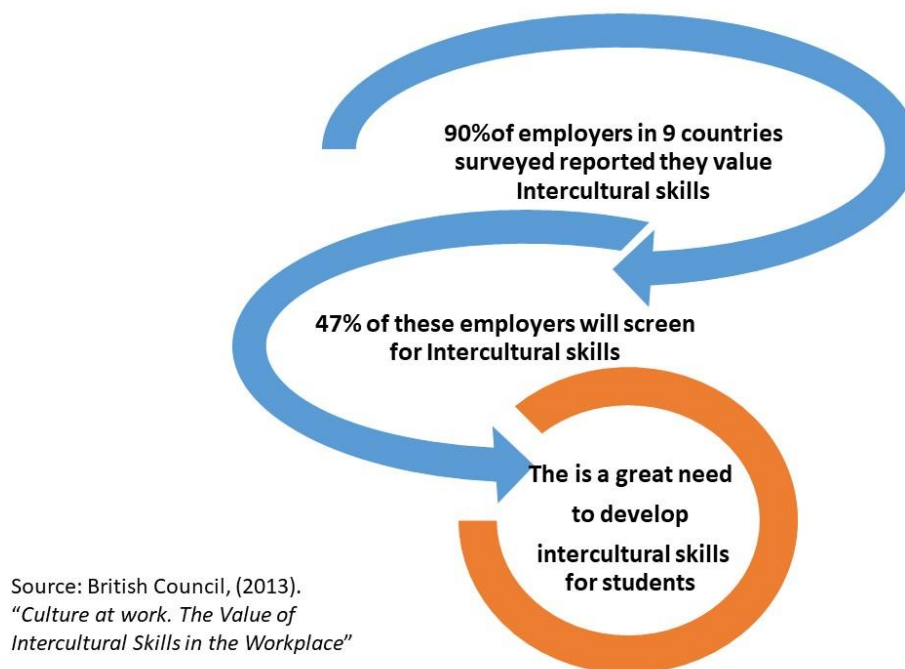
Source: U.S. Department of Labor Statistics (2017)

This graph shows that the percentage of the foreign-born workers in American labor forces has been steadily growing for the last two decades, increasing approximately by one percent each year. The U.S. Department of Labor (2017) defines foreign-born workers as individuals who were born outside of the country to non-American citizen parents, but currently reside in the United States. As we know, many of such individuals will speak different languages and may practice different cultures. This situation makes an additional support in the favor to introduce cross-cultural education within our institutions.

The modern workforce is increasingly competitive with requirements of global and intercultural skills. The report of the British Council (2013) explained that employers of nine

countries surveyed stated that they are under strong pressure to recruit employees who are not only technically proficient, but also culturally astute and able to thrive in a global work environment. Intercultural communication with colleagues, customers and partners across international borders is now an everyday occurrence (Daniel, Xie & Kedia, 2014). In fact, according to recent findings from this survey by Daniel, Xie and Kedia (2014) indicated, “an appreciation for cross-cultural differences is the most important international skill sought by companies for both professional staff and line management employees” (p. 35).

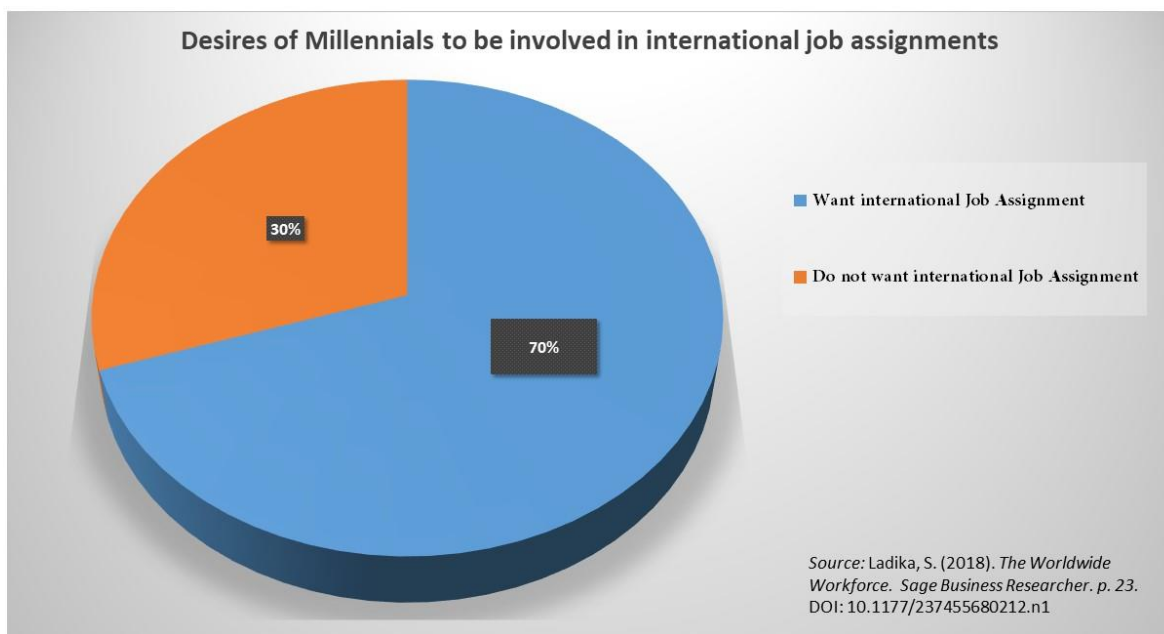
Figure 3. *Employers value and screen for intercultural skills*



Because of globalization trends in the workforce, modern employers value and screen for intercultural skills. They want their new hires to be able to effectively communicate and interact with their increasingly diverse and globalized surroundings.

As organizations have stimulating tasks to hire new employees holding international and intercultural skills, another very interesting segment of today's workforce individuals express the desire to face these challenges. Millennials are the fastest growing workforce population of U.S. labor force (Fry, 2015) and according to Ladika (2016), more than 70% of them say they want and expect to have an international job assignment during their career. Moreover, "international assignments, which have already have been growing quickly, are predicted to pick up in the coming years, increasing by 50 percent by 2020" (Ladika, 2016, p. 16).

Figure 4. *Millennials want international experience.*



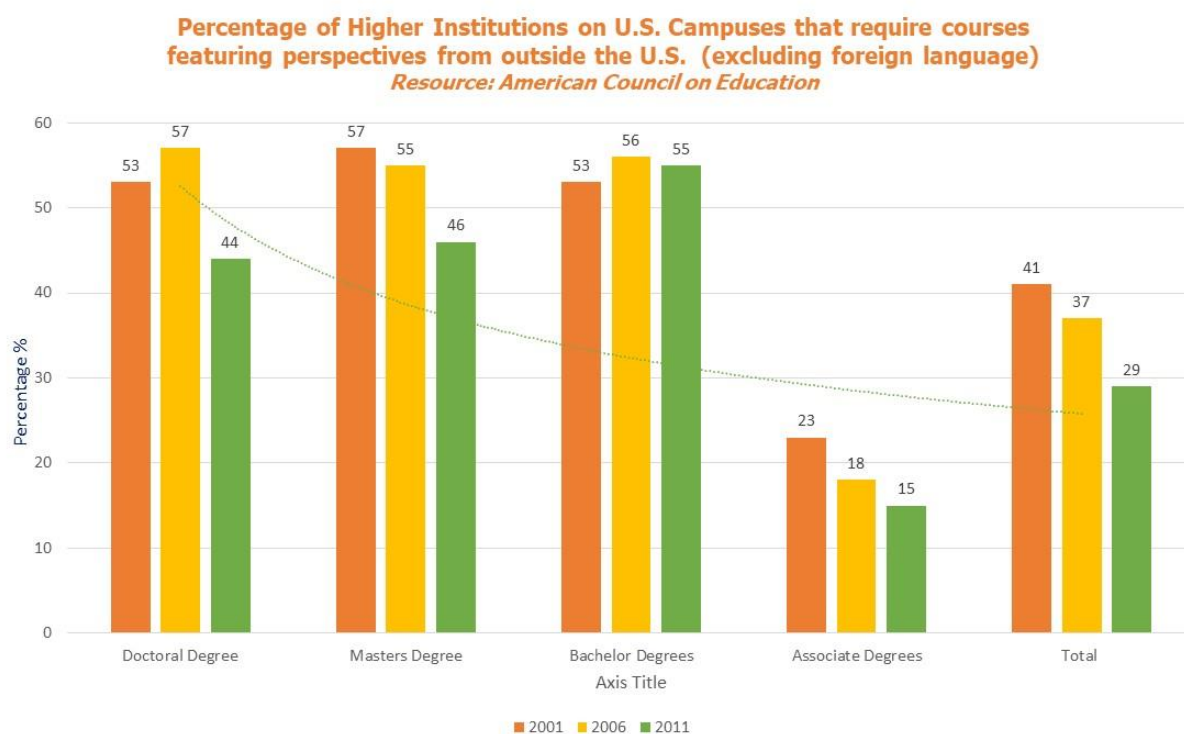
The Role of Higher Education

An article by Reimers (2014) perfectly reflects our unavoidable state that "living in a highly interdependent world is not an option—but at present, being educated to do so

competently is” (para 1). This means that higher education plays a vital role in preparing students for increasingly diverse and globalized communities, human society and work places.

Across the nation, many colleges and universities have been trying to address the need of international and intercultural education by internationalizing their campuses. Ideally, internationalization would include many possible benefits, including improving student’s preparedness to face changing demands in society and workforce, globalizing the curriculum, enhancing international profile of the institution, strengthening the research and knowledge production, and diversifying faculty and staff (Marmolejo, 2010).

Figure 5. *Percentage of institutions requiring courses with global content.*



Despite various initiatives colleges take in designing their support for international and global education, the curriculum overall is not adequately preparing students to develop global

perspectives and gain international and intercultural skills. As illustrated in Figure 5, the total number of institutions requiring students to take courses that feature perspectives, issues and events from countries or areas outside of the United States has been decreasing (Matross Helms, & Tukibayeva, 2013).

Taken together, all the research and data introduced in this working document, suggests that there is clear evidence that higher education has a responsibility to provide framework and offer committed support with global learning initiatives. It needs to provide an opportunity to incorporate global citizenship model introduced in Figure 1 to initiate the development of understanding for global interconnectedness, as well as teaching cultural knowledge. Global citizenship model can assist in developing soft skills that enable students to understand and address “persistent transnational challenges such as poverty, conflict, energy insecurity, and ethical dilemmas arising from advances in science and technology” (Doscher & Landorf, 2018, p. 4). Requiring students to take classes that explore global issues be likely to equip them with intercultural skills and afford them the deepest and most nuanced knowledge of key global issues and challenges, as well as insights into their own culture through comparison to others (Matross Helms, & Tukibayeva, 2013).

Part III. Recommendations

As we can see from the evidence provided in Part I and Part II of this working paper, being educated about our interdependent world is a desired skill by employers and highly valued by students. Higher education has the ability and should help young professionals to meet the challenges of today’s fast changing demands. Earlier in this capstone, it was discussed that global education in the United States is usually framed in terms of learnings associated with

study abroad programs. However, with evidence provided, we know that only small percentage of students can participate in this type of learning. In fact, according to the Global Education Office at Merrimack College, only less than 4% of current undergraduate students get a chance to participate in the study abroad (GE Office, Merrimack College , 2018). Besides study abroad, students receive “very little preparation either as citizens or as professionals for international challenges that are likely to confront them” (Bok, as cited in Braskamp (2008), p. 2). Thus, the education for global awareness within the classroom is a clear need.

As we discusses earlier, the idea of global education within the classrooms utilizing the global citizenship model is relatively new, and there has not been a reported consensus on this concept. The literature review supports the educational benefits of the global citizenship concept; however, there has not been many well-documented high-impact strategies in applying this model, especially in the United States.

The increasing recognition of the need to prepare students to live, work and thrive in the context of globalization, interdependence, and diversity made institutions brainstorm new ideas to bring global, international and intercultural education to domestic campuses and classrooms. Today, many post-secondary institutions in the United States are searching for the ways how best to introduce Global Citizenship model within domestic classrooms. In order to do so, and to meet the growing demand for global education, institutions have to commit in providing comprehensive college wide support.

In addressing the need of developing global education skills without leaving the campus, Merrimack College should consider multi-level approach. It should not only be the responsibility of sovereign individuals but rather a shared responsibility of the entire Merrimack College community. The attention to this matter has to be embedded in the institutional policy,

with wide stakeholders buy-ins. Global citizenship concept should be presented as a holistic, long term model with sustainable objectives that cover the local, national, and global dimensions.

Institutional leadership

Primarily, institutional leadership is responsible to provide students with opportunities to acquire and improve skills desirable and highly valued by employers. To justify an articulated commitment within our Strategic Plan 2011 – 2021, leadership of the Merrimack College community should demonstrate high levels of support for global education on campus grounds, as well as study abroad. It can be done through educating and delivering theoretical and empirical evidences of the benefits to the board of trustees, the president, vice-presidents, as well as sponsors.

The leadership team should consider infrastructural adjustments. It would be useful to establish an organizational framework that would coordinate college-wide international, global, multicultural, and multilingual affairs. There should be responsible offices, committees or appointed individuals to initiate, coordinate, and evaluate the global learning through global citizenship model. Lastly, these appointed individuals would search for funds, grants, and additional out of campus support in promoting this model.

Academics

a) Administration and faculty

Academic departments play a pivotal role in fostering the educational climate on college campus grounds. The environment in which students learn on campus should reflect the strategic

vision of Merrimack College. If our current vision is to promote diversity, academic administration should make an effort and commitment to hire a more diversified faculty body.

To address our low rates of racial and cultural diversity, administration should hire more diverse professors and instructors, as well as collaborate with admissions department to monitor the admission process for a diverse student body. These two basic actions will authentically reflect our vision as well as fulfill the second element of global citizenship education model. The Association of American Colleges and Universities conference in San Diego, CA (2018) made a valuable statement that “a culturally inclusive classroom is a learning space that encourages students, and especially instructors, to acknowledge, appreciate, and use diversity as a tool to enhance learning experience” (AACU Conference, San Diego, CA, 2018).

By utilizing institutional data, asset mapping and alignment with mission and vision, we can leverage existing resources and experts on campus to strengthen the Merrimack College community’s efforts to promote global learning on campus grounds. The Merrimack College Center for Excellence in Teaching and Learning should assess faculty desires for implementing global citizenship model within the classroom, as well as provide faculty development opportunities to those that are interested in learning how to work with it.

There are already existing faculty who have traveled and lived abroad, as well as those highly interested to promote more global engagement opportunities on campus grounds. These interested individuals can form a faculty global community focus group. The group’s role would be to share insights of experiences and teaching tools in promoting global learning on domestic grounds, as well as encourage greater global engagement outside of college campuses. Stevens Service Learning Center should also be invited in this discussion on how we can promote more international service immersion.

There should be rewards for faculty for engaging globally through semester long term study abroad, short-term study abroad, or even a community engagement component that involves exploring local cultural and ethnic diversity.

Another recommendation would be to provide faculty incentives for incorporating global education aspects throughout the curricular. Ideally, these incentives should be financial, which might be the most effective. Another way to increase faculty buy-in would be to offer a boost in the annual merit review for those who embody a successful global education component inside of their courses. Offering a bonus for those who develop innovative global education courses or incorporate global service-learning component would be beneficial. Lastly, consider including global education and global diversity education requirement in the tenure process for all faculty.

b) Curriculum

Incorporating global citizenship model through liberal arts education and making it one of the general education requirement for all students would be a useful way to promote global education within classrooms. This will offer an opportunity for students to be introduced to the global education through on campus learning and activities and lay a foundation from the very beginning of their college journey.

Another strategy would be to incorporate global citizenship model within the required First Year Experience course for incoming students. The implementation of global citizenship model can serve as a high impact practice and provide a framework for exploring multiple perspectives on viewing the interdependent world.

Academic administration should rethink the language course options offered on our campus grounds. To reflect current trends and needs in the workforce and to adhere to the

current global event, college should offer more diverse language course options. Offering Arabic, Mandarin, and Russian language courses would make sense.

Administration should stimulate initiatives for intercultural celebration that reflects appreciation of global cultures and diversity. This can be achieved through leadership and asset-mapping practice that seeks to tap on the resources already present in the Merrimack College community. As a co-curricular activity, Merrimack College should host a major annual campus wide multicultural event to increase visibility and promote awareness for cultures represented on campus and nearby communities. This activity will give an opportunity for many international students to present, expose, share, and engage in dialog about their home countries. It will also promote campus awareness of many cultures already represented on campus grounds.

Part IV. Conclusion

Practice what you preach

Merrimack College should continue striving to build its capacities in advancing the strategic vision through excellence in classrooms teachings, and successfully incorporating authentic engagement with multiple layers of diversity and globalization on and off campus grounds through introducing Global Citizenship model on campus grounds and insides of classrooms. It is extremely important that all levels of institutional leadership, academia and student life will have a wide and robust dialog of our shared responsibility to evaluate our current efforts in regards to diversity and globalization. This will truly demonstrate our Augustinian identity and moves our institutions forward. Global Citizenship model can help reinforce this identity with each year of schooling on campus grounds and in the wider society, covering the local, national and global dimensions.

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Appendix:

Policy Brief



Promoting Institution-Wide Support for Interdisciplinary Global Citizenship Education.

Motivations, Aspirations, and Realities

Olivia Babin

School of Education and Social Policy – Community Engagement Program



What is the role of Higher Education in today's Globalized World?

- Advance student's understanding of interconnectedness
- Prepare to engage with changing and diverse society
- Expand global and cultural competencies skills
- Equip with knowledge and skills to engage with the wider world.
- Develop sense of Global Citizenship

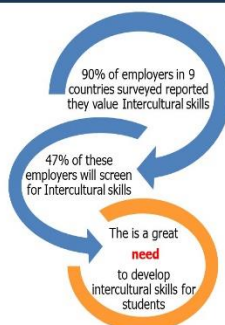
MERRIMACK COLLEGE
Strategic Vision:

To be a highly ranked, **internationally respected**, selective masters comprehensive Catholic college, which is residential, student-centered, professionally focused and rigorous in the liberal arts, sciences, and business.

We will advance this vision through ...
...excellence in classroom teaching....
diversity and globalization.....

Reality:

- Students experiencing study abroad **is below** the National level (**Less than 4%**; Nationally 10%)
Source: Witherell & Clayton, 2017
- Population of international students accounts for **less than 4%**
Source: www.Merrimack.edu, 2018
- Ethnic **diversity is below** the National level (72% of undergraduate students and 89% faculty are white)
Source: www.CollegeFactual.com, 2018
- More than 70% of graduate students have **reported limited learning gains in global education**
Source: Wendel, 2017



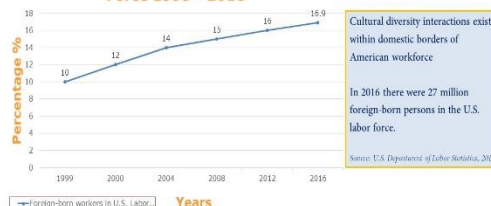
Source: British Council, 2013

Modern workforce is increasingly competitive with requirements of global and intercultural skills

- ✓ 2014 survey of more than 800 U.S. companies revealed that 86% think that overall business would increase if they had more staff with international experience
- ✓ By 2020, international assignments are predicted to be increasing by 50%

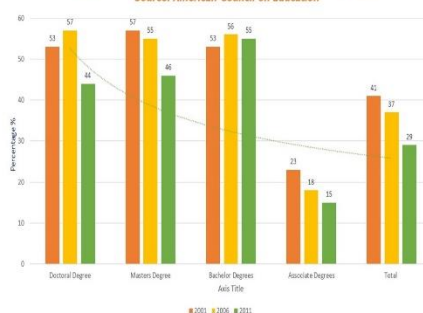
Source: Ladika, 2016

Foreign-born workers in U.S. Labor Force 1999 - 2016



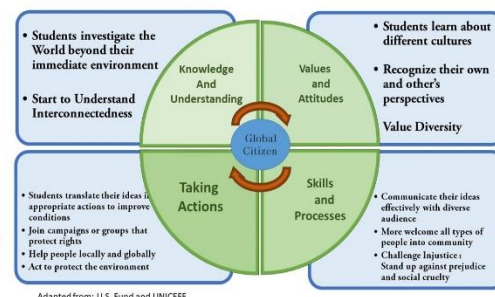
In the United States, the total number of institutions requiring students to take courses that feature global or international perspectives, issues, and events has been decreasing. Source: Matross Helms, & Tukibayeva, 2013

Higher Institutions on U.S. Campuses that require courses featuring perspectives from outside the U.S. (excluding foreign language)



Global education has to start on campus grounds

The concept of Global Citizenship



Recommendations:

Institutional leadership

- Continue to strive building capacities in advancing the strategic vision and justify articulated commitment
- Evaluate current efforts in regards to diversity and globalization
- Have a robust dialog of our shared responsibility with multiple levels of institutional leadership, academia and student life
- Incorporate authentic engagement with global diversity on and off campus.
- Consider infrastructural adjustments

